

Hayes, Catherine and Graham, Yitka (2018) Evaluating interactivity design in the context of technology enhanced learning: an overarching case study methodology integrating anecdote circles and surveys as methods of inquiry for nursing curricula. In: RCN Education Forum National Conference and Exhibition: Partners in Practice: Nurses Working Together Through Change, 20-21 March 2018, Newcastle Civic Centre, Newcastle upon Tyne, UK. (Unpublished)

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"Evaluating Interactivity Design in the Context of Technology Enhanced Learning; an Overarching Case Study Methodology integrating Anecdote Circles and Surveys as Methods of Inquiry for Nursing Curricula."

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Background Literature...

- Response to educational reform / needs led curriculum design and new and innovative pedagogic approaches (Tsiotakis and Jimoyiannis, 2016)
- The relative complexity of the curriculum and the critical level, timing, collaboration and interaction amongst academic and clinical staff and their students has become increasingly important (Duncan- Howell 2010)
- VLE platforms and learning technology permits authenticity/flexibility and most importantly an opportunity to personalise opportunities for teachers to interact and communicate with one another (Chieu and Herbst, 2016)
- Co-construction of knowledge by means of fostering and advocating social interaction (Chen, 2012).
- Relationships and patterns between points of interactivity online provide an insight into behavioural activity and level of engagement, highlighting the characteristics and the potential for limitation of student online learning activity (Lee and Bonk, 2016).



Social Constructivist Philosophical Underpinnings

- Ethos of Inquiry Based / Problem Based Learning
- Work-based Experiential and Situated Learning
- Integration of theoretical underpinning with applied nursing practice at the front line of person centred care provision.
- Building on existing experience and using scaffolding (Vygotsky 1978) to frame and develop competence and progression to mastery.
- Constructively aligned with assessment driving processes of teaching and learning.



Contextual Background - Needs Led Curriculum Design

- What is the Nurse Navigator System?
- Why was it designed?
- How is it different?
- Potential pitfalls of design
- Potential for development and pedagogic integration?
- Scoping exercise
- Ongoing evaluation



The Nurse Navigator System; Practical Usage

File Edit View History Bookmarks Tools Help

Dashboard - My Sunderland x BSc (Hons) Adult Nursing Pract... x BSc (Hons) Adult Nursing Pract... x +

file:///files/hs0cha/Desktop/BSc (Hons) Adult Nursing Practice - 2015-2016.htm

Search

Getting Started Suggested Sites Web Slice Gallery



BSc (Hons) Adult Nursing Practice - 2015-2016
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MODULE

AUTHOR

Clinical Practice - Clinical Skills (HIDDEN FROM STUDENTS)

Module Home

Your Questions Discussion Forum

Programme Information

Programme Specification
Programme Handbook
Module Descriptors
Programme Assessment
WBL Example Handbook
Practice Assessment
Evaluation

Programme Team

Student Information

Clinical Practice

Clinical Placements*
Royal Marsden Hospital Online
Textbook*
Clinical Skills*
Clinical mentors*

Useful Resources

Research @ Sunderland
University

Need Help

Student Guidance

Staff Instructions*



Compassion Dignity and Respect



Priming an Intravenous Infusion



Introduction to IV Cannulation



Spirometry Guidelines - British Thoracic Society



Royal Marsden Policies and Procedures



Blood Transfusion NICE Guidelines 2015



Intramuscular and Subcutaneous Injections



Basic Wound Care



Handwashing



Using IT to support a Philosophy and Ethos

'Education Transforming Care'



- Using technology and strategic pedagogic design to simultaneously drive **human relationships** at the heart of both the *patient* and *student* experience
- Driven by an *integrated curriculum*
- Designed to maximise the potential of student nurses to simultaneously be *functionally competent, authentically caring* and *workforce ready*

Driving and Embedding a Web of Social Communication to facilitate Working Relationships

**Sign-Off
Mentors**

**Programme
Leader**

**Clinical Link
Tutor**

**Simulation /
Clinical Skills
Leads**

**Patients /
Families and
Carers**



**Programme
Leader**

PCPI Leader

**Module
Leaders**


**Clinical
Mentors**

**Nursing
Students**

**Academic
Administrative
Staff**

Integrating and Embedding Constructivist Learning Theory



**SunSpace**

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- Module Home
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 - Did You Know?
 - Clinical Practice
 - Useful Resources
 - Need Help
 - Research @ Sunderland University
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**Nurse Navigator - BSc Adult Nursing Practice**



Welcome to the BSc (Hons) Adult Nursing Practice Programme at the University of Sunderland.

You are embarking on a learning journey that will not only change your life but the lives of those you serve in nursing practice over the span of your career as an Adult Nurse. We have designed this programme with the underpinning philosophy of 'Education Transforming Care' and are proud to welcome you as members of our first cohort of PreRegistration Nurses here at the University of Sunderland.

Tweets by @UoS Nursing

UoS Nursing Retweeted

 Sarah Hall @sherbetlouw
#thinkinfectionspotsepsis @themrsbones @SykesEliot @annielaverty @SepsisUK @UKSepsisTrust @NorthumbriaNHS

Embed [View on Twitter](#)

 powered by **mahara** E-portfolio

 Using Facebook for Academic Purposes

 Using Twitter for Academic Purposes

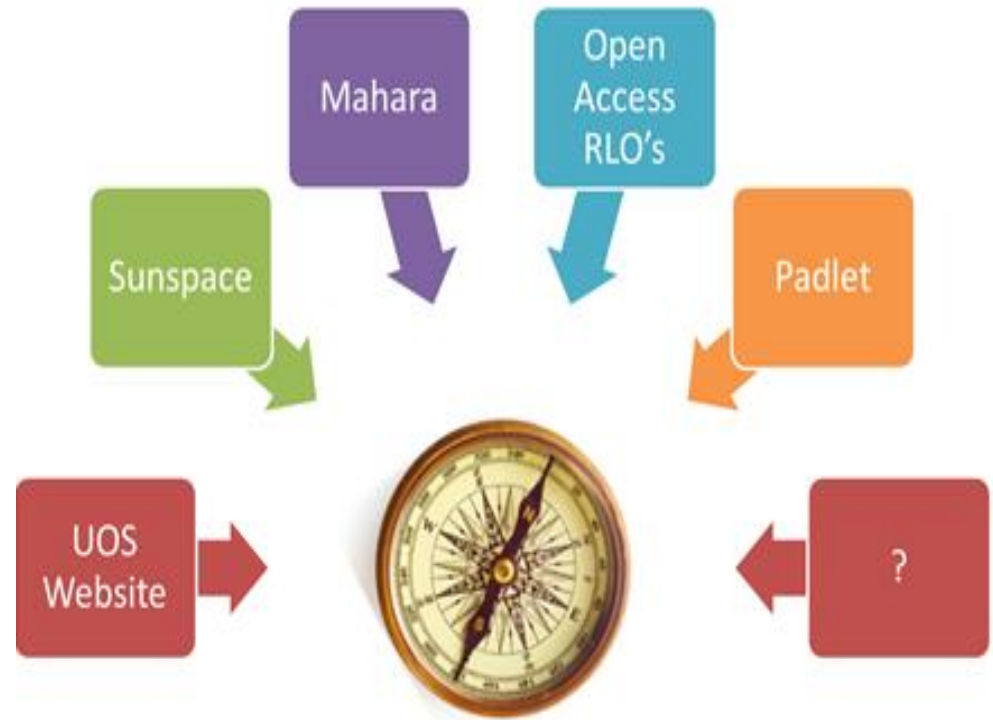
 Nursing and Midwifery Council - guidance on using social media responsibly

Critical Interactivity Design

Strategically focused on three key areas:

1. **Learner/People Interactivity**
2. **Learner Interface**
3. **Learner Content**

Embedding the opportunity for ongoing evaluation and the co-construction of new knowledge with students/academics and clinicians.





Driving Specific Learning Objectives

Personalising approaches to student learning within and between clinical and academic contexts is a fundamental mechanism for increasing levels of communication and social interactivity; driving:

- Critical Reflective Capacity
- Opportunities for the Co-construction of New Knowledge
- Live and Dynamic Evaluative Capacity for the Extant Curriculum
- Establishment of Communities of Practice within and between all Interprofessional Learning Contexts across this Degree Pathway

Introducing Anecdote Circles....



- Anecdote circles were adopted as a deliberate alternative to focus groups for this pedagogic research project (Ali, 2014; Lugmayr et al, 2016).
- Little documented in the context of pedagogic research, they appeared to offer a means of authentic informality where students could voice their opinions inclusively and honestly in a manner which reflected the ethos of the Nurse Navigator System (i.e. social interactivity).
- The issue of the researchers also being teachers of the students meant that this approach could be conducted with a degree of authenticity and credibility that otherwise would have been tokenistic.

Outcome of Mixed Methods Evaluation

1. Impact on the progressive development of student psychomotor competence and functional skills
2. Impact of the NNS on their collaborative social learning was significant in terms of it being readily comparable to existing social networking sites.
3. Perceived immediacy in the facilitation of critical reflective practice
4. Contribution to learning gain depends on how the system is used to harness human interaction rather than bureaucratic processes of programme administration.
5. Lack of regular accessibility to the system on clinical placements is a huge barrier to use.
6. Regular use of the NNS was associated with a greater degree of student engagement with the programme and interactivity within the cohort.



Build a Navigator App...?



- Curriculum Development and Student Co-Construction around the NNS means that the next stage of development of the NNS should be its conversion to an APP
- Facebook is still perceived as the alternative to the NNS
- Accessibility is the major issue for address
- Formalised facilitation of the NNS is lacking with 80% of students still unaware of how to readily access the system on the VLE



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**2018
Case Study**





Thanks for Listening

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